DOCUMENT RESUME

ED 437 678 CS 510 203

AUTHOR Wiethoff, Carolyn
TITLE Roll Call Questions To Enhance In-Class Presentations.
PUB DATE 1999-11-00
NOTE 7p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
PUB TYPE Guides - Classroom - Teacher (052) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Class Activities; Classroom Environment; *Discussion (Teaching Technique); Higher Education; Learning Activities; *Questioning Techniques; *Speech Communication; *Student Participation
IDENTIFIERS Oral Presentations

ABSTRACT

This paper outlines an activity which is designed to make students comfortable speaking in the classroom environment. The paper states that, used properly, the activity is also an introduction to each day's course topic, and it encourages students to think about and report their own life experiences that illustrate a core construct from the day's learning objectives. After the paper gives the purpose of the activity, it describes the activity and provides 12 suggestions for its implementation. The paper then offers some potential questions which can facilitate discussion among students in a public speaking class. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 437 678

Roll Call Questions to Enhance In-Class Presentations.

by Carolyn Wiethoff

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY:

C Wiethoff

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CS 510 203

Roll Call Questions to Enhance In-Class Presentations

Prepared/Presented as part of the
Great Ideas for Teaching Speech (GIFTS) Series
National Communication Association Annual Meeting
November, 1999 -- Chicago, Illinois

By

Carolyn Wiethoff, MA., Doctoral Candidate
Department of Management and Human Resources
Fisher College of Business
The Ohio State University

Purpose of the Activity

This activity is designed to make students comfortable speaking in the classroom environment. In addition to this primary objective, the activity also provides instructors with a wealth of examples to use during course lectures that are relevant to the student group. Used properly, the activity is also an introduction to each day's course topic. It encourages students to think about and report their own life experiences that illustrate a core construct from the day's learning objectives.

Description of Activity

Before every class session, a question is written on the chalkboard or presented on a screen with an overhead projector. As the students come into the classroom, they are encouraged to look at the question and develop a 15-20 second answer. When class begins, the instructor takes attendance by calling every student's name. (It is best to call names in random order.) When each student's name is

called, they stand at their seat and give their answer to the question. Once the roll call is finished, class begins with a de-briefing of the students' answers and an explanation of the topic's relevance to the materials covered in class that day.

Suggestions for Implementation

1) Set ground rules. Some suggested ones are:

   No inappropriate disclosure (use the "Grandmother rule" -- don't say anything you wouldn't say to my [the instructor's] grandmother).

   Keep answers short -- not more than 1-2 sentences apiece. Learn to be concise.

   You cannot not answer.

   Don't make inappropriate responses to others' answers.

   You do not have to be 100% honest. If you're uncomfortable revealing the truth to any question, make something up or use your second-best answer.

   Give each speaker your attention and support.

   Be on time for class.

2) DO make them stand up, even when they hate it. One purpose of the exercise is to make them comfortable seeing the room from this angle.

3) Give general delivery tips each day to enhance performance. Once the ritual is established, have speakers focus on eye contact, stance, gestures, volume, pitch, etc. while they give their answers. This will help them learn the basics of delivery.

4) Build time into your class schedule. A general rule of thumb is 15 seconds per student. If you have too many students to accommodate them all in a single class period, break the class into smaller groups and have group members respond on their assigned days.

5) DO NOT do anything else while answers are being given.

6) Search your lecture notes for topic ideas. Some suggestions:

Key examples you use for illustration

Planned ancillary materials (video clips, speeches to view, etc.)

Key topic components

7) Keep it light. No "heavy" topics or difficult self-disclosure.

8) Enjoy. Use this as a chance to get to know your students.

9) Always answer the question yourself after all students have spoken.

10) Explain the purposes of the exercise up front so that students understand why they should participate and what they should expect to learn.

11) Use student answers in your lectures wherever possible. For example, when talking about the use of supporting materials, the roll call question might be, "What do you think is the most reliable source of information, and why?". Then, make a list of those sources the class finds most respectable. Encourage students to use this information in their audience analysis and seek resources that will be most acceptable to their classmates (who are, after all, their target audience).

12) Students should be excused from the exercise on days they are presenting a speech to the class. On speaking days, roll may be taken by asking students to stand and give a response to or comment about one of the speeches. (It is best to ask them a specific question about the speech and ask them to respond to it.)

Potential Questions for Public Speaking Classes

Self-Introduction; Ice Breakers:

Who is your favorite cartoon character, and why?
What was your favorite Halloween costume as a child?
Why did you like it?
What is your favorite food, and when was the last time you ate it?
What is your favorite television show, and why?

Viewing Contemporary Speeches:

What is the first event of national importance that you remember?

Patterns of Speech Organization:

What is your favorite commercial, and why?
What was the last problem you faced, and how did you resolve it?

Pathos:

What was the last book, movie, or TV show that made you cry ... or want to?

Introduction Strategies:

What is the most interesting thing you have learned in the past few weeks?

Patterns of Argument:

What should be the legal drinking age in the U.S., and why?
What is the most important problem facing students on our campus, and why?

Persuasive Speech Topic Ideas:

Identify one important problem facing students on our campus, and explain why it is a problem.

Persuasive Speech Solutions:

Last time you identified an important problem facing students on our campus. What problem did you cite, and how should that problem be resolved?

Ethos:

What public figure do you trust most, and why?
Who do you distrust most, and why?

Research Techniques/Sources; Use of Evidence

What is your favorite source of information for local and national news?
How often do you read/watch/access it?
What is the last magazine you read?
Did you enjoy it?
What do you think is the most credible source of news in the U.S. today?
Why?

Ethics:

When is it appropriate to tell a lie?
How might you use what you now know about persuasion in an unethical way?

Carolyn Wiethoff
The Ohio State University
2100 Neil Avenue, Suite 700
Columbus OH 43210

wiethoff.1@osu.edu
Office: (614) 292-5317